

1	Special Education Data Standards Processes		
<b>KDE Contact (Data Steward)</b>	Joseph McCowan	Updated	7/14/2016
<b>Description</b>	<p>The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state</p>		
<b>Data Standard Reg sites, data use, etc.</b>	<a href="#"><u>The Kentucky Administrative Regulations</u></a>		
<b>How is data used</b>	<p>Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:</p> <ul style="list-style-type: none"> <li>• December 1 Child Count</li> <li>• Special Education Exit Report</li> <li>• Special Education Behavior/Safe Schools Report</li> <li>• State Performance Plan/Annual Performance Report (SPP/APR)</li> </ul>		
<b>Noted Changes for current year</b>	<p>Created separate documents for each of the following:</p> <ul style="list-style-type: none"> <li>• KY Conference Summary</li> <li>• KY Referral/KY Consent</li> <li>• KY Evaluation/Eligibility Determination</li> <li>• KY IEP/Private School Plan (PSP)</li> </ul>		
<b>Available Ad-Hoc &amp; Reports</b>	<ul style="list-style-type: none"> <li>• KY State Reporting <ul style="list-style-type: none"> <li>○ IDEA Dec 1 Count Extract</li> <li>○ Special Ed Exit Report</li> <li>○ SpEd_Evaluation_Detail</li> </ul> </li> <li>• KY State Reporting &gt; KDE Reports <ul style="list-style-type: none"> <li>○ SPED EOY Behavior Data</li> </ul> </li> <li>• Student Information &gt; Reports <ul style="list-style-type: none"> <li>○ Caseload Summary Report</li> <li>○ Testing Accommodations (KY)</li> </ul> </li> </ul>		
<b>Available Training</b>	<p><b>Additional resources can be found on the following webpage:</b>  <a href="#"><u>Special Education Resources for Using Infinite Campus (IC)</u></a></p>		

<u><a href="#">Enrolling a Student</a></u>	<u><a href="#">2</a></u>
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## Enrolling a Student

Please refer to the [Student Enrollment data standard](#) for information on how to enroll a new student.

### Special education specific considerations:

- **Grade 14:** This grade level may only be selected for Special Education Students participating in Alternate Assessment, as determined by the student’s Admissions and Release Committee and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of the current school year and must have progressed through a grade 12 assessment.
- **Service Type:** Remember that the default Service Type is “*P: Primary*”. If a student is a private school or home school student, attending the school for special education/related services only, the enrollment type should be “*N: Special Ed Services Only*”.
- **State Exclude:** Check this box if the student is being tracked in the Student Information System (SIS) for special education reporting only; therefore, attendance is not tracked for the student. This will allow users to exclude students on monthly attendance reports and applicable state reports. Do **NOT** check this for Preschool students.
- **District of Residence:** This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.
- **Home Language:** This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.

## Special Ed Fields:

Special Ed Fields

Special Ed Status

A: Active

Primary Disability

10: Specific Learning Disability

Setting

6A: (age 6-21) >80% of day in general ed programs

Full Funding

☐

Date Eligible but Refused

Special Ed Exit Status

Special Ed Exit Date

PartC ID

**\*NOTE:** The IDEA December 1 Child Count pulls **Special Ed Status** and **Setting** from the student's IEP Enrollment Status editor. To be included on the child count report, data for the child **MUST** be populated on the IEP Enrollment Status editor.

**Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location. This information is used to determine if the student will be included in the December 1 Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

**\*NOTE:** If the student is determined not eligible for special education services, this information **MUST** be populated on the Enrollment tab.

**Primary Disability:** This is a read-only field populated from the KY IEP > Enrollment Status editor.

**Full Funding:** Check this box if the ARC has determined the student needs a shortened school day/week and the appropriate documentation ([waiver](#)) has been forwarded to the Division of Learning Services (DLS). The school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to the Superintendent's Annual Attendance Report (SAAR).

**\*NOTE:** This student MUST also be placed in the Partial Day Attendance Group (contact the school attendance clerk).

**Setting:** This is a read-only field populated from the KY IEP > Enrollment Status editor.

**Date Eligible but Refused:** If the parent has declined special education services, enter the date services were declined.

**Special Ed Exit Status:** From the drop list, select the reason the student is no longer receiving Special Education and Related Services.

**\*NOTE:** Please verify that the special education exit status corresponds with the appropriate general enrollment end status, if applicable.

Code	Description
01	Transferred to Regular Education
02	Graduated with Diploma
03	Alternative High School Diploma
04	Maximum Age

Code	Description
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

**Special Ed Exit Date:** Enter the date in which the student was released from special education services.

**\*NOTE:** If special education services end because enrollment within the district has ended, please verify that the special education exit date corresponds with the appropriate general enrollment end date.

**Part C ID:** This is the Student Identification number assigned to infants and toddlers who have been identified and receive services under the state's Part C Program known as First Steps. [Part C](#) refers to the part of the Individuals with Disabilities Education Act that provides for services to infants and toddlers with disabilities ages birth through two (until their third birthday). Schools and districts must track and report if these children have been referred for services under Part B and if so, when Part B eligibility status is determined; and if eligible, when services began. The Part C ID number is currently provided to either the district's Preschool Coordinator or Director of Special Education four times during the school year. This information is made possible through a Memorandum of Understanding between the Kentucky Department of Education and the Cabinet for Health and Family Services, which administers the Part C program in Kentucky.

# Procedures for Releasing a Student from Services

## Campus Path:

- **Student Information > General > Enrollments > Special Ed Fields**
- **Student Information > General > Transportation**
- **Student Information > Special Ed > General > Team Members**
- **Student Information > Special Ed > General > Documents**

To release a student from special education services, please follow the steps below:

- Student Information > General > Enrollments > Special Ed Fields
  - Change the **Special Ed Status** to “*I: Inactive*” unless the reason for exit is “*06: Moved, Known to Continue*”
  - Set the appropriate **Special Ed Exit Status**
    - 01: Transferred to Regular Education
    - 02: Graduated with Diploma
    - 03: Alternative High School Diploma
    - 04: Maximum Age
    - 05: Deceased
    - 06: Moved, Known to Continue
    - 07: Dropped Out
- Student Information > General > Transportation
  - If applicable, end date the Transportation of “*T5: Special Transported*”
- Student Information > Special Ed > General > Team Members
  - End date each Team Member, indicating the last date of service
- Student Information > Special Ed > General > Documents
  - If the student is “*01: Transferred to Regular Education*”, end date the IEP using the [Amend Tool](#)

## Examples:

Scenario 1 - Student was receiving special education services when his mother revoked services.

Use the following settings:

- **Special Ed Status** of “*I: Inactive*”
- **Special Ed Exit Status** of “*01: Transferred to Regular Education*”
- [Amend the IEP](#) to end date it. Put in comments that parents revoked services.

The status will become “*ER: Eligible but Parents Refused*”.

Scenario 2 - Student is receiving services in District A. He moves to District B during the school year.

Use the following settings:

- **Special Ed Status** remains “A: Active”;
- **Special Ed Exit Status** of “06: Moved, Known to Continue”.
- Do **NOT** end date the IEP.

The status remains “A: Active” because the student is transferring and will continue receiving services in the new district. Setting the student to “I: Inactive” indicates the student no longer requires services from any district.

Scenario 3 - Student completes the requirements for an Alternative High School Diploma.

Use the following settings:

- **Special Ed Status** remains “A: Active” until the student ages out of the program (21 years of age or longer if district’s policy allows) or does not return to school;
- **Special Ed Exit Status** remains blank until the student does not return to school. Once the student does not return to school, this status will become “03: Alternative High School Diploma”;
- **Special Ed Exit Date** will be the last day the student attended.

**\*NOTE:**

- In the **General Enrollment Information**, the **End Status** should be set as “C01: Close of Year” when a student receives an Alternative High School Diploma at the end of the current school year, if the student intends to return the following school year.
- If the student does not show up on the first day of school, he may be exited as a no-show. If this happens, change the **End Status** from the prior year enrollment that was previously reported as “C01: Close of Year” to the appropriate G code. Enter the diploma date and diploma type on the graduation tab. The diploma date should be within the date range of that academic year. See [graduation data standard](#) for more information.
- If a student exits and returns at a later date, a new enrollment must be created. Each end status after the G code will be a C01. See [enrollment data standards](#) for more information.

Scenario 4 – Student transfers to private school or homeschool and continues receiving services.

Use the following settings:

- **Special Ed Status** remains “A: Active”;
- **Special Ed Exit Status** remains blank.
- **Special Ed Exit Date** remains blank.
- End date the IEP and start Private School Service Plan (PSP).
- Change General Enrollment **Type** from “P: Primary” to “N: Special Ed Services”, and check **State Exclude**. The student will continue to appear on child count report.
- Remember to end date Transportation and Team Members.

Scenario 5 – Student transfers to private school or homeschool and parent refuses services.

Use the following settings:

- **Special Ed Status** becomes “*ER: Eligible, Parent Refused*”;
- **Special Ed Exit Status** becomes “*01: Transferred to Regular Education*”.
- **Special Ed Exit Date** is the date the student is withdrawn.
- Do not end date the IEP
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.

**\*NOTE:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See *IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance*, April 2009.

Scenario 6 – Student transfers to private school or homeschool and district does not offer services.

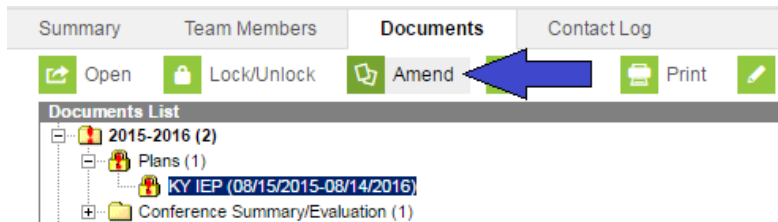
Use the following settings:

- **Special Ed Status** remains “*A: Active*”;
- **Special Ed Exit Status** becomes “*06: Moved, Known to Continue*”.
- **Special Ed Exit Date** is the date the student is withdrawn.
- Do not end date the IEP
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.

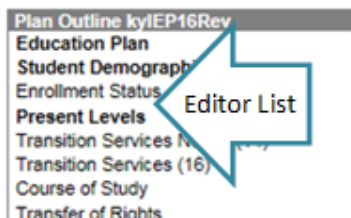
## Amending an IEP Using the Amend Tool

**Campus Path: Student Information > Special Ed > General > Documents > [Select Calendar] > Plans**

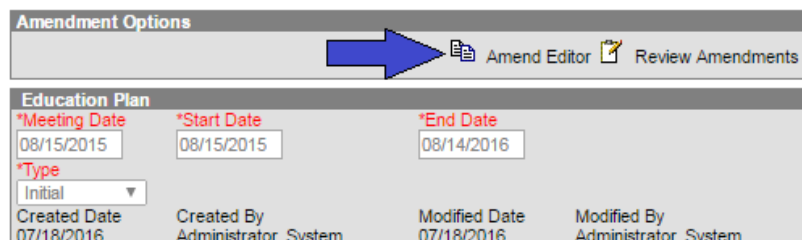
1. Select student's current IEP
2. Click the **Amend** button in the action bar



3. Click **OK** to continue
4. For each editor that needs to be amended:
  - a. Select the appropriate editor from the list



- b. Click **Amend Editor**



- c. Enter the **Amendment Reason**





d. Make appropriate changes as needed

**\*NOTE:** See [KY IEP/PSP](#) data standards for details on each editor

e. Click **Save**

f. Repeat for each applicable editor where changes are needed

5. After making necessary changes to the IEP, click “*Review Amendments*”

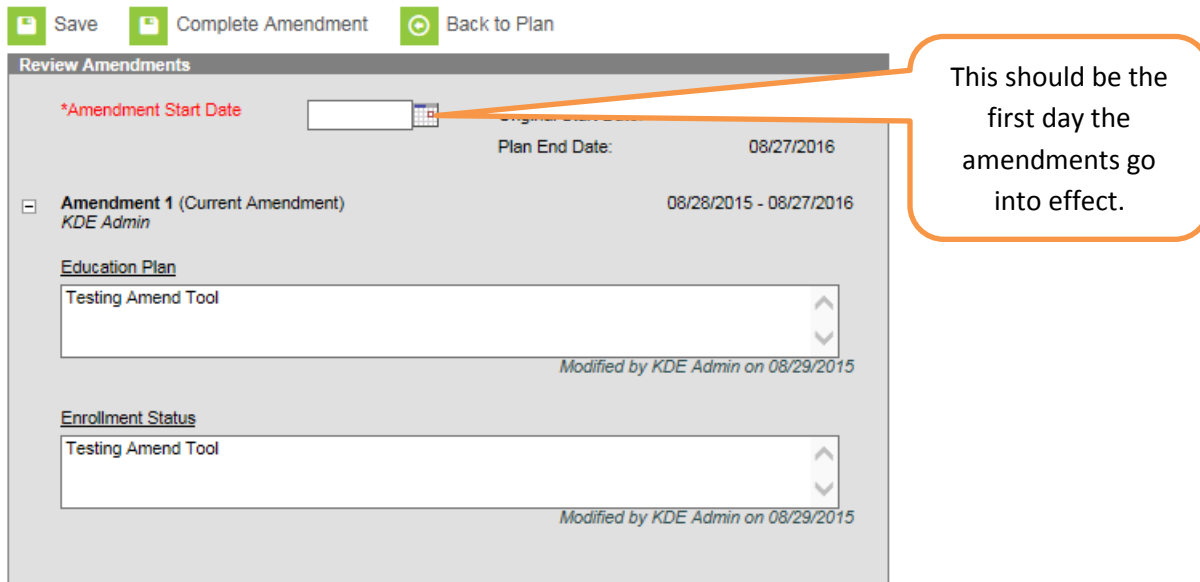


The screenshot shows a web form titled "Amendment Options". It has a section for "\*Amendment Reason" with a text input field containing the placeholder "Enter reason for amendment here.". To the right of this section is a button labeled "Review Amendments" with a checkmark icon, which is circled in blue. Below this is a section titled "Education Plan" with fields for "\*Meeting Date", "\*Start Date", and "\*End Date".

**\*NOTE:** This step **MUST** be completed to finalize changes

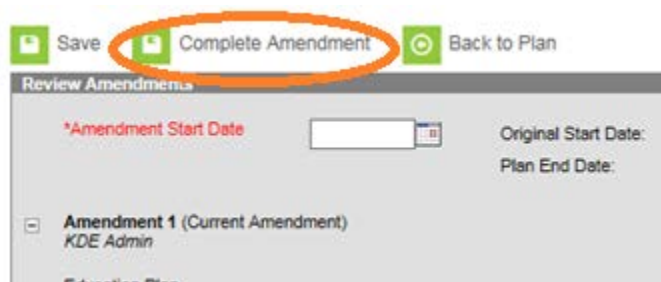
6. Review the changes

7. Enter the **Amendment Start Date**. This should be the first day the amendments go into effect.



The screenshot shows the "Review Amendments" form. At the top are three buttons: "Save", "Complete Amendment", and "Back to Plan". The form has a section for "\*Amendment Start Date" with a date picker. To the right of this is a "Plan End Date" field showing "08/27/2016". Below this is a section for "Amendment 1 (Current Amendment)" by "KDE Admin" with a date range of "08/28/2015 - 08/27/2016". There are two sections for "Education Plan" and "Enrollment Status", both containing a "Testing Amend Tool" dropdown menu. Both sections are marked as "Modified by KDE Admin on 08/29/2015". An orange callout box points to the "\*Amendment Start Date" field with the text: "This should be the first day the amendments go into effect."

## 8. Click **Complete Amendment**



The screenshot shows a web interface titled "Review Amendments". At the top, there are three buttons: "Save", "Complete Amendment", and "Back to Plan". The "Complete Amendment" button is circled in orange. Below the buttons, there is a form with the following fields:

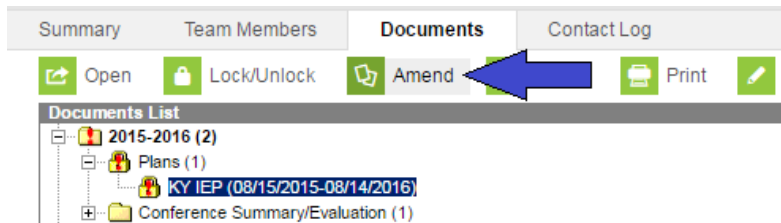
- \*Amendment Start Date: [Text input field]
- Original Start Date:
- Plan End Date:
- Amendment 1 (Current Amendment)
- KDE Admin
- Education Plan

**\*NOTE:** **Complete Amendment** **MUST** be clicked to finalize and lock the amended IEP. Clicking **Save** will **NOT** complete the process.

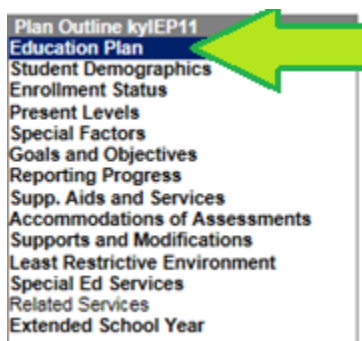
## End Date IEP Amendment Process

**Campus Path: Student Information > Special Ed > General > Documents > [Select Calendar] > Plans**

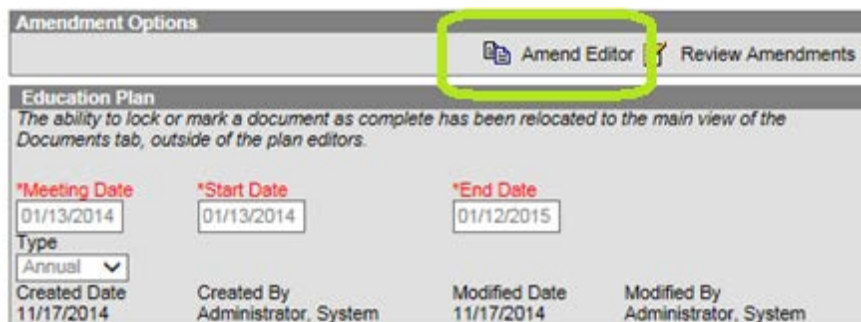
1. Select the IEP to be amended
2. Click the **Amend** button in the action bar



3. Click **OK** to continue
4. Select the **Education Plan** editor



5. Click **Amend Editor**



## 6. Enter the Amendment Reason

The screenshot shows the 'Amendment Options' form. On the left is a sidebar with a list of navigation items: Plan Outline kylEP11, Education Plan (highlighted), Student Demographics, Enrollment Status, Present Levels, Special Factors, Goals and Objectives, Reporting Progress, Supp. Aids and Services, Accommodations of Assessments, Supports and Modifications, Least Restrictive Environment, Special Ed Services, Related Services, and Extended School Year. The main form has a section for '\*Amendment Reason' with a text box containing 'New IEP has been developed and goes into effect 11/18/2014'. Below this is the 'Education Plan' section with fields for '\*Meeting Date' (01/13/2014), '\*Start Date' (01/13/2014), and '\*End Date' (01/12/2014). A callout box points to the '\*End Date' field with the text: 'Be specific as to why the end date of the student's IEP is being changed. "A new IEP has been developed and is in place", "Student no longer qualifies for services", "Parent has revoked services", etc.'

## 7. Enter the new End Date

This screenshot is similar to the previous one but with the '\*End Date' field updated to '11/17/2014'. A callout box points to this field with the text: 'Change the End Date to the day BEFORE the new IEP goes into effect OR the Date the ARC determined the student was no longer eligible for whatever reason.'

## 8. Click Save, then click Review Amendment

The screenshot shows the top of the form with action buttons: 'Save', 'Save & Continue', 'Print', and 'Print Editor'. Below these is the 'Amendment Options' section. The '\*Amendment Reason' text box contains 'New IEP has been developed and goes into effect 11/18/2014'. The 'Review Amendments' button, located to the right of the text box, is circled in red.

9. Click **Complete Amendment** to finish the amendment process

The screenshot shows the 'Review Amendments' form. At the top, there are three buttons: 'Save', 'Complete Amendment' (highlighted with a red circle), and 'Back to Plan'. A callout box points to the 'Complete Amendment' button with the text: 'If **Complete Amendment** is not clicked, the Amended IEP will **not** lock.'

Below the buttons, the form displays the following information:

- \*Amendment Start Date:** 11/17/2014 (with a calendar icon)
- Original Start Date:** 01/13/2014
- Plan End Date:** 11/17/2014
- Amendment 1 (Current Amendment):** System Administrator
- Education Plan:** New IEP has been developed and goes into effect 11/18/2014
- Modified by:** System Administrator

A callout box points to the 'Amendment Start Date' field with the text: 'The Amendment Start Date should be **the day BEFORE** the new IEP goes into effect **OR** the Date the ARC determined the student was no longer eligible for services.'

This is how it will look in the active school year when an IEP is amended:

The screenshot shows the 'Documents List' with the following structure:

- 2014-2015 (3)
  - Plans (3)
    - KY IEP <14 (11/18/2014-11/17/2015)
    - KY IEP <14 (11/17/2014-11/17/2014) (Amended 1)
    - KY IEP <14 (01/13/2014-11/16/2014) (Amended Original)

A callout box points to the 'Amended Original' entry with the text: 'The Amended Original ends the day **before** the new IEP begins. The Amended 1 **starts and ends** the day before the new IEP begins.'

**\*NOTE:** If the ARC meeting is on the last day of the current active IEP AND the new IEP starts the following day, there is no need to amend the end date of the current IEP. Only amend to end date if two IEP's have overlapping dates.

## Transfer of Student Special Education Records

### Campus Path:

- **Process Inbox | Transfer Released Link**
- **Student Information > General > Records Transfer**

Please see the Student Record Transfer Data Standards. **(THIS LINK IS COMING SOON.)**

## Behavior Management

### Campus Path: Behavior > Admin > Event Types

Behavior Management Tool should be utilized to document behavior incidents, behavior events, behavior resolutions and behavior responses.

For more information about entering behavior data into IC see the link below.

<http://education.ky.gov/districts/tech/sis/Documents/DataStandard-Behavior.pdf>